

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal Information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2014 JAN 23 PM 2:00 DOCUMENT CONTROL CENTER
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Waco ISD	Vendor ID # 74-6002532	Mailing address line 1 501 Franklin Ave
Mailing address line 2 P O Box 27	City Waco	State TX
County- District # 161914	Campus number and name All campuses served	US Congressional District # 17
		ZIP Code 76703-0027
DUNS # 075123661		

Primary Contact

First name Dr. Robln	M.I. M	Last name McDurham	Title Ex. Dir of Secondary Education
Telephone # 254-755-9601	Email address robln.mcdurham@wacoisd.org		FAX # 254-750-3457

Secondary Contact

First name Sharia	M.I. J	Last name Garcla	Title Coord. of Grants Mgt Dept
Telephone # 254-710-9230	Email address sharia.garcla@wacoisd.org		FAX # 254-750-3457

Part 2: Certification and Incorporation

I hereby certify that the Information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Dr. Bonny	M.I. C	Last name Cain	Title Superintendent
Telephone # 254-755-9421	Email address bonny.cain@wacoisd.org		FAX # 254-755-9690
Signature (blue ink preferred)			Date signed

1-23-14

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		
Part 2: Acceptance and Compliance		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the Instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Waco ISD firmly believes that providing students with quality teachers and comprehensive resources best addresses their educational needs, yet we struggle to obtain sufficient funding to broadly support all of the necessary critical practices; this conflict is fully congruent with the EEIP's central purpose of providing underequipped schools with the means to systematically transform educator effectiveness toward the goal of improving student learning and performance. Funding of Waco ISD's proposal would catalyze our ability to recruit, hire, train, support, and retain career educators – a cohort of professionals equipped, trained, and empowered in their efforts to implement innovative approaches to educating the economically disadvantaged students of our community. We need assistance in gathering a critical mass of educators and resources, and this EEIP offering provides a realistic recipe for positioning our district for sustainable success. The goals of the EEIP are uniquely aligned with our strategic aims of surrounding our students with dynamic educators equipped over the career timeline.

Waco ISD's budget for this proposal was developed collaboratively with a team of professionals from multiple departments. Beginning with the required and preferred practices of the EEIP guidelines, the EEIP Team connected these practices to specific programs/efforts WISD is currently able to provide in addressing educator effectiveness; we then crafted a set of innovative ideas that would greatly improve our efforts/outcomes. The innovative ideas that were prioritized were clearly ones that, but for the potential funds provided by the grant, could not be implemented with the resources currently available in our local plan.

As we sought to fully understand the intent of the EEIP, we saw clearly that the demographics of our district are consistent with the targeted Title I-funded schools described in the application; in fact, over 88% of our students are classified as economically disadvantaged, and the poverty level in our metropolitan area is alarmingly above state levels. This was further evident in our needs assessment process, a systematic effort by a core group of seven professionals who were able to share information about needs, come to a consensus around priorities, and creatively craft a plan that systematically addresses our greatest needs.

Upon the event that we received EEIP funding, this same EEIP Team would remain intact, serving as an interdepartmental group charged with ensuring that the program receives consistent, high-quality management. Although the group is collaborative by practice, two people would have primary oversight, with the Grants Management Department additionally available for support and guidance.

The program is designed to be evaluated through a systematic and scheduled process incorporating meetings, data, performance measures, and supervisory accountability. Ultimately, all progress would be oriented toward increasing educator effectiveness (as measured by improvements in recruiting, hiring, induction, professional development, and retention) with the intended goal of improving student performance and learning (as evidenced through testing scores, grades, behavior, and attendance).

Waco ISD's application contains complete and accurate coverage of all statutory and program-specific requirements. Through the methodical and process of eliciting data, information, calendars, and feedback from multiple experienced stakeholders, all of the statutory and TEA requirements were verifiably addressed to the satisfaction of all team members. Multiple proofreaders, reviewers, and checkers were engaged to make certain of the completeness and accuracy of all requirements in the application.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the Instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Although Waco ISD is certainly hopeful that the EEIP funding will materialize, we will remain committed to the process and programs described in this proposal. The process that we collectively embarked upon in order to generate this proposal was clarifying, unifying, and provided a common vision for the distillation of goals, objectives, and services that make sense in moving forward. We will strive to secure funding for these programs and efforts independent of the ability of any one funder to partner with us, and are grateful for the circumstances that allowed us to develop this vision to support a systematic plan to improve our district. Through the use of our Grants Management Department and our historical connections with multiple funders, we will secure funding through one or more sources when any particular funding stream is expended. Waco ISD will steadfastly ensure that successful and effective programs will remain in place and adequately funded to provide educational services to the children and families of our community.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 161914
 Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature
 Project period: April 1, 2014, through August 31, 2016
 Amendment # (for amendments only):
 Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$697,940	\$63,990	\$761,930	\$772,560	\$65,910	\$838,470
Schedule #8	Professional and Contracted Services (6200)	6200	\$50,000	\$0	\$50,000	\$50,000	\$0	\$50,000
Schedule #9	Supplies and Materials (6300)	6300	\$149,446	\$0	\$149,446	\$78,783	\$0	\$78,783
Schedule #10	Other Operating Costs (6400)	6400	\$9,076	\$0	\$9,076	\$9,076	\$0	\$9,076
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$5,995	\$0	\$5,995	\$0	\$0	\$0
Total direct costs:			\$912,457	\$63,990	\$976,447	\$910,419	\$65,910	\$976,329
Percentage% indirect costs (see note):			N/A	\$19,003	\$19,003	N/A	\$19,121	\$19,121
Grand total of budgeted costs (add all entries in each column):			\$912,457	\$82,993	\$995,450	\$910,419	\$85,031	\$995,450

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	\$995,450	\$995,450
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result.		
This is the maximum amount allowable for administrative costs, including indirect costs:	\$99,545	\$99,545

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 161914			Amendment # (for amendments only):		
	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher – Sign On Bonuses		189	\$115,125	\$115,125
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project Specialist	1		\$63,000	\$64,890
5	Project Assistant	1		\$45,000	\$46,350
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Instructional Coaches – Year 1: 4 coaches; Year 2: add one for a total of 5	Yr. 1 total: 4 Yr. 2 total: 5		\$204,000	\$261,120
16	Intervention Instructional Specialist	3		\$141,000	\$145,230
17	Master Teacher and Mentor Stipends		106	\$110,000	\$110,000
18	Subtotal employee costs:			\$678,125	\$742,715
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay			\$	\$
20	6119 Professional staff extra-duty pay			\$	\$
21	6121 Support staff extra-duty pay			\$	\$
22	6140 Employee benefits			\$83,805	\$95,755
23	61XX Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$83,805	\$95,755
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$761,930	\$838,470

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Leadership Development		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Provide Leadership Academy focusing on the TEA leadership standards			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$50,000	\$50,000
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$50,000	\$50,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 161914		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service: NA		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: NA		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
3	Specify topic/purpose/service: NA		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: NA		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
4	Specify topic/purpose/service: NA		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: NA		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
5	Specify topic/purpose/service: NA		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: NA		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 161914		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:			
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:			
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$50,000	\$50,000
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$
(Sum of lines a, b, c, and d) Grand total		\$50,000	\$50,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 161914					Amendment number (for amendments only):		
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	IPad2	Teacher Resource Center – for training and research (Expense Year 1 only)	31	\$500	\$98,824	\$
	2	Interactive Whiteboard	Teacher Resource Center training/presentations for teachers (Expense for Year 1 only)	30	\$425		
	3	Design Center	Teacher Resource Center – Curriculum based templates (Expense for Year 1 only)	1	\$1,995		
	4	Printers	Teacher Resource Center (Expense for Year 1 only)	2	\$3,245		
	5	Printer	Project Director/Asst. Director (Expense for Year 1 only)	1	\$350		
	6	Scanner	Project Director/Assistant Director (Expense for Year 1 only)	1	\$900		
	7	Classroom Clickers	Teacher Resource Room – Training for teacher to learn how to use electronic clicker system (Expense for Year 1 only)	30	\$76		
	8	Computers for Lab Setting	Professional Development/Training will provide hands-on learning for teachers (Expense for Year 1 only)	37	\$1,175		
	9	Encoders	Hardware required to allow taping of Master Teachers to stream to server and enable viewing by other teachers (Expense for Year 1 only)	6	\$1,664		
	10	Video Cameras	Professional Development/Master Teacher taping in real-time for teaching purposes (Expense for Year 1 only)	6	\$850		
6399	Technology software—Not capitalized (Year 1 only)					\$2,676	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$47,946	\$78,783
Grand total:						\$149,446	\$78,783

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 161914		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (Includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$9,076	\$9,076
Grand total:		\$9,076	\$9,076

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 161914			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19	Cutout Maker System for Teacher Resource Center (Year 1 only)	1	\$5,995	\$5,995	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$5,995	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 161914			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			14,892		
Category	Number	Percentage	Category	Percentage	
African American	4,371	29.4%	Attendance rate	94.4%	
Hispanic	8,760	58.8%	Annual dropout rate (Gr 9-12)	3.4%	
White	1,499	10.1%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	See below for details	
Asian	262	1.7%	TAKS commended 2011 performance, all tests (sum of all grades tested)	See below for details	
Economically disadvantaged	13,112	88.1%	Students taking the ACT and/or SAT	40.7%	
Limited English proficient (LEP)	2,777	18.6%	Average SAT score (number value, not a percentage)	1310	
Disciplinary placements	663	4.5%	Average ACT score (number value, not a percentage)	17.6	
Comments					
<p>TAKS 2011 – Met Standard (all tests): ELA – 83%; Math – 73%; Science – 67%; SS – 91%</p> <p>TAKS 2011 – Commended (all tests): ELA – 21%; Math – 17%; Science – 16%; SS – 28%</p> <p>At Risk Students: 10,911 students – 73.3%</p>					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	133	14.9%	No degree	7	0.8%
Hispanic	131	14.7%	Bachelor's degree	733	82.1%
White	615	68.9%	Master's degree	144	16.1%
Asian	14	1.5%	Doctorate	9	1.0%
1-5 years exp.	343	38.4%	Avg. salary, 1-5 years exp.	\$43,601	N/A
6-10 years exp.	182	20.4%	Avg. salary, 6-10 years exp.	\$46,605	N/A
11-20 years exp.	185	20.7%	Avg. salary, 11-20 years exp.	\$49,791	N/A
Over 20 years exp.	183	20.5%	Avg. salary, over 20 years exp.	\$54,983	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	955	1270	1330	1250	1233	1071	1195	1016	1024	1066	1007	992	755	728	14892
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	955	1270	1330	1250	1233	1071	1195	1016	1024	1066	1007	992	755	728	14892

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	40	55	79	81	74	75	81	65	67	70	60	60	45	41	893
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	40	55	79	81	74	75	81	65	67	70	60	60	45	41	893

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Schedule #13—Needs Assessment

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Waco ISD values instruction that engages all learners in a continuous improvement process. We apply this value not only to student learners, but also to the district as a whole. In applying this value broadly, there is an inherent practical imperative for educators and administrators to systematically and continuously engage in processes that dynamically assess needs – with needs being defined as the gaps between "what is" and "what should be."

Thoroughly assessing these gaps requires participation and input from all levels of district faculty and staff, and optimally applies a systematic set of procedures to determine the extent of the needs, to examine their nature and causes, and to set priorities for future action. Our assessment process is thus composed of three corresponding clusters of activities.

The first group of activities is comprised of agreeing upon the purpose of the process, discussing the vision and scope of the process, and identifying the target group. Once this is accomplished, the second group of activities includes identifying available sources of information/data, selecting tools and methods of collecting that information, collecting the data, and analyzing it to determine the strengths, weaknesses, and critical areas of need. In the final group of activities, we prioritize the needs, set measurable objectives, identify realistic available resources, and chart a plan of action for services that address and narrow the gaps.

At the broadest level, this prioritization was recently embodied in the District Improvement Plan (DIP) process of setting goals that address critical needs. One prioritized need was to "recruit, support, and retain quality employees." This imperative from the DIP informed the search process that helped us locate the announcement of the EEIP offering.

The process of prioritizing the needs identified in the assessment begins with the consistent premise that success is dependent on support from all levels of faculty and staff that hold a stake in the outcome. This is ensured by striving to maintain a supportive and collaborative culture, and operationalized by making certain that each area/department/group literally has a "place at the table" for the discussion.

Specific to the process of exploring this EEIP opportunity, needs were prioritized by creating an EEIP Team that gathered in one room repeatedly to sculpt a proposal-worthy plan. By inviting and engaging representatives from all relevant sectors throughout the district, we were collectively able to more fully consider the spectrum of ideas, concerns, and contributions. These meetings catalyzed a series of informal (yet equally valuable) discussions between individuals and small groups of team members – thus resulting in an integrated approach to designing a comprehensive plan.

The following people constituted the EEIP Team: Executive Director of Elementary Education; Executive Director of Secondary Education; Director of Curriculum; Coordinator of Professional Development; Executive Director of Human Resources; Coordinator of Grants Management; and Resource Development Facilitator.

Using a whiteboard, we began by listing the required and preferred practices from the EEIP guidelines in the middle of the board. On one side, group members populated the list with specific programs/efforts WISD is currently able to provide in addressing educator effectiveness; on the other side, we populated the practices with innovative ideas that would improve our efforts/outcomes. The innovative ideas that were prioritized were ones that, but for the potential funds provided by the grant, could not be implemented with resources currently available in our local plan.

Upon filling up the board with ideas targeting each practice area, programs and practices were viewed within the larger contextual realms of feasibility, potential impact, necessity, and real and perceived value to the recipients. After a series of discussions that included data and budgetary considerations, the EEIP Team came to consensus on a comprehensive plan and budget designed to most effectively address the assessed needs. This final draft was shared with the Quality District Advisory Council (QDAC), and formalized into the final proposal contained in this application.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increased access to job-embedded professional development opportunities for teachers that encompass observation, evaluation, pedagogical collaboration, and career pathways	<ul style="list-style-type: none"> Identifying/hiring Master Teachers and Mentor Teachers (combined total of 106) who would receive stipends and reduced classroom schedules in exchange for their additional responsibilities Identifying/hiring Instructional Coaches (initially 4) and Intervention Instructional Specialists (initially 3) to provide additional support and professional development opportunities
2.	Efficient and portable collaborative opportunities for professional development that utilize observational and evaluative methods to improve teachers' practice skills	<ul style="list-style-type: none"> Acquiring and installing classroom-based technology that enables Master Teachers to model classroom management, pedagogy, and innovative methods of educating via both live video feed and recording for future viewing
3.	Improved depth of teaching talent through the establishment of a stable veteran teaching force supported by relevant, high-quality programs and policies	<ul style="list-style-type: none"> Incentivizing the recruitment, training, and retention of quality teachers with a proven record of success through the efficient use of sign-on bonuses (budgeted for 189) as an initial component of competitive compensation preceding the induction process
4.	Increased access to professional leadership development opportunities that foster the strategic career growth necessary to promote innovation, excellence, integrity, and accountability	<ul style="list-style-type: none"> Creating a cohort of Master Teachers, Instructional Coaches, and Intervention Instructional Specialists who are actively engaged in modeling and sharing enduring strategies, leadership skills, and vision for the faculty Offering training (including collaboration with external consultants), support, materials, and supplies for aspiring leaders
5.	Elevated investment and participation in the Teacher Mentor Program in order to more fully position and equip new teachers for success with students	<ul style="list-style-type: none"> Incentivizing the Teacher Mentor role/function by doubling the Mentor Stipend that accompanies the additional investment and responsibilities required by the mentor role

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Schedule #14—Management Plan

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Grant Project Specialist	Bachelor's in Education with previous experience teaching in the public school system; Documented record of successful teaching and a strong recommendation from current supervisor; Demonstrated ability to supervise people and manage budgets; Excellent oral/written communication skills
2.	Grant Project Assistant	Bachelor's in Social Work or related field preferred; previous experience with grants required; experience with state and/or federal grants desired; Must be knowledgeable about grant funding and reporting; Ability to work under pressure; Excellent oral/written communication skills.
3.	Coordinator Professional Development	Master's in Education, valid teaching certificate; minimum three years teaching; Ability to coordinate and oversee all professional development, with particular focus on the Instructional Coaches and Mentors. Ability to communicate effectively with grant staff to ensure seamless implementation of grant requirements; Ensure all Coaches/Mentor documentation is maintained.
4.	Director of Curriculum/ Instruction	Master's in Education with previous experience in curriculum development; Mid-Management certification preferred; Ability to work closely with Coord of Prof. Dev. to identify teacher training needs; Ability to supervise, communicate with and train Master Teachers regarding grant goals and objectives.
5.	Ex. Director of Human Resources	Masters in HR with 5 plus years in public school; Previous experience with the recruitment and selection process for teachers; Ability to develop evaluation process and to ensure the process is implemented effectively and uniformly; Develop/implement strategic compensation plan to increase retention.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	(*) Begin Activity	(*) End Activity
1.	Identify / hiring Master Teachers, Instr. Coaches/Spec.	1. Professional Dev., HR and Curriculum depts. meet for planning	*04/01/2014	04/29/2014
		2. Post new grant positions internally and externally	05/01/2014	08/29/2014
		3. Interview, hire or promote and train staff on grant objectives	05/01/2014	08/29/2014
		4. Monitor reporting systems to ensure proper communication	08/15/2014	05/29/2015
		5. Evaluate effectiveness of additional staff alongside grant goals	06/08/2015	06/30/2015
2.	Acquiring and installing classroom - based Technology	1. Notify technology department of grant award and review goals	04/01/2014	04/04/2014
		2. Purchase and install equipment for Master Teacher video feed	06/09/2014	07/31/2014
		3. Communicate system for reporting technology issues	08/04/2014	09/30/2014
		4. Respond to, record and analyze technology issues reported	08/15/2014	05/29/2015
		5. Assess technology efficiency and provide recommendations	03/02/2015	05/29/2015
3.	Incentivizing recruitment, training and retention of quality teachers	1. Identify and attend job fairs with highly qualified applicants	04/01/2014	05/30/2014
		2. Promote and conduct district's local job fair	04/01/2014	04/11/2014
		3. Advertise sign-on bonuses via various media options	04/01/2014	07/31/2014
		4. Offer sign-on bonuses to highly qualified staff in target areas	04/05/2014	08/29/2014
		5. Assess successful hires and adjust recruitment plan as needed	09/02/2014	12/19/2014
4.	Offering leadership training with institutions of higher education	1. Contact various institutions of higher education for partnership	04/01/2014	05/30/2014
		2. Promote the Leadership Academy training opportunity	06/06/2014	08/29/2014
		3. Select candidates for the Leadership Academy training	08/01/2014	09/12/2014
		4. Conduct the Leadership Academy training throughout the year	09/15/2014	04/30/2014
		5. Evaluate the effectiveness of the Leadership Academy	05/01/2014	06/30/2014
5.	Incentivizing Teacher Mentor Program via increased stipends	1. Begin recruitment for '14-'15 Teacher Mentor Program	04/01/2014	06/06/2014
		2. Evaluate '13-'14 program based upon feedback	06/23/2014	06/30/2014
		3. Select, assign and train Mentors/Mentees	07/01/2014	08/15/2014
		4. Continued follow-up; meetings; observations	08/18/2014	05/29/2015
		5. Evaluate '14-'15 program based upon feedback	06/22/2015	06/30/2015

(*)NOTE: Timeline reflects Year 1 activities and will be repeated in Year 2 of the grant, with minor date adjustments
Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Waco ISD uses multiple tools to acquire feedback to assess current procedures. *Eduphoria!* Professional Development & Appraisal System (PDAS) is used for recording, documenting and monitoring a variety of district goals and objectives. This accountability system will also serve the district well in monitoring the attainment of the grant goals and objectives. Through *Eduphoria!* PDAS, the district inputs a variety of goals and objectives such as: formal and Informal observations, pre- and post-observation meetings, teacher self-reports, and mentor and mentee assignments. The mobile nature of PDAS allows for the immediate monitoring of goals and objectives. District administrators run reports on a regular basis to monitor whether or not goals were attained. Printed copies of these reports are distributed to Executive Directors. When necessary, systematic problems such as incomplete documentation, are communicated to administrative staff through the monthly principal meetings. Principals are responsible for ensuring any pertinent changes are communicated to teachers, students, parents, and members of the community accordingly. Specific and/or concerns of a confidential nature are addressed between Executive Directors and principals in a more private setting. The proposed Master Teacher classrooms are an example of an adjusted objective that, if funded, would require communication to the students, parents and members of the community. Letters of explanation/permission forms, open forums for discussion/questions and taping a segment on the district new channel are all methods of disseminating changes of any nature. Related to recruitment and retention, the Human Resources (HR) staff maintain specific goals and objectives that are assessed and reported to the Board of Trustees (BOT) annually. Based upon this information, the annual Strategic Compensation plan is adjusted and resubmitted to the BOT for approval. Information presented at BOT meetings is communicated to the members of the community through the district's new station and covered in the local newspaper.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Waco ISD has numerous ongoing and existing efforts within the district that are similar to the planned project. Currently, The district implements an extensive recruitment process to secure new employees. Spring job fairs, college visits, and various media advertisements represent the core of district recruitment. Employees begin their tenure with the district by attending and extensive induction through the HR New Hire Orientation. District retention efforts begin almost as soon as an employee is hired. The Mentor Teacher program immediately matches new teachers with a mentor who provides support and feedback throughout the school year. Additionally, Instructional Coaches, currently on the elementary level only, provide a safe and nurturing environment for new and struggling teachers to explore options for improvement in areas such as teacher-to-student interaction, classroom management and student engagement. Utilizing the *Eduphoria!* PDAS observation model, Professional Development (PD) efforts offer an ongoing system that allows teachers to immediately view and respond to observation comments. With a strong foundation of existing efforts related to the planned project, the district is well positioned to coordinate efforts to maximize effectiveness of grant funds. The EEIP Team that developed the planned project was well represented from all areas of the district. This team was able to come to a consensus regarding the district's objectives and priorities, as well as hammer out project details. With such a broad based collaboration and investment, the project participants are more likely to remain committed to the project's success. Furthermore, interdepartmental meetings occur on a regular basis to ensure lines of communication remain open. Between Campus and Administrative staff, face-to-face interactions are both frequent and intentional. Principals, Executive Directors and the Superintendent gather monthly to share critical information; brainstorm new ideas and problem solve areas of concern. Executive Directors visit campuses daily, providing a supportive presence. Waco ISD maintains a culture that invites communication between all staff and rewards creativity and innovation. As a result, the district is a fertile environment to remain committed to the planned project while working to build capacity from within.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Utilize <i>Eduphoria!</i> PDAS reports and documentation to gauge interaction and compliance	1.	Eduphoria! PDAS is utilized by the target population (view usage reports)
		2.	Ongoing dialogue between Mentors/Mentees occurs (view usage reports)
		3.	Indicator of Program Accomplishment: End-of-Year Summative Evaluations on new teachers improve across the district
2.	Technology reports of video streaming problems (number, frequency and pattern)	1.	Reporting issues decrease throughout the school year
		2.	Teachers view Master Teacher videos (monitor log on # of staff/minutes)
		3.	Indicator of Accomplishment: Technology reports indicate frequent usage with minimal issues
3.	HR documentation of recruitment and retention efforts for hiring staff in critical shortage/core content areas	1.	Increase in staff hired with sign-on bonuses in areas of critical shortage
		2.	Fewer staff vacancies at the end of the '14-'15 school year
		3.	Indicator of Program Accomplishment: Stability of staff results in higher test scores (indicating student learning)
4.	Leadership Academy: consistent attendance and course completion	1.	Participant feedback through surveys
		2.	Attendance records, assignment and course completion
		3.	Indicator of Program Accomplishment: Participants move into positions of leadership in subsequent years (after course completion)
5.	Track completion of Mentor assignments and Mentor/Mentee interaction in <i>Eduphoria!</i> PDAS system	1.	Mid-Year / End-of-year evaluations by Mentors/Mentees reflect growth
		2.	Mentors/Mentee engage in discussion via <i>Eduphoria!</i> PDAS
		3.	Indicator of Program Accomplishment: Mentors complete all assignments within designated timeframe

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for collecting data in the evaluation design is multifaceted. Through *Eduphoria!* PDAS, administration can generate program-level data reports on how many and which staff (number of participants) log into the system, how often and for how long they are on the system, which assignments (program activities) are completed and if it completed within the designated timeframe. This system is used for both formal and informal observations by administrators, principals, teachers, Instructional Coaches, Mentors and Mentees. *Eduphoria!* also generates reports on any student-level academic data within the district, including achievement results. Teachers, principals and administrators alike have access to run reports through *Eduphoria!* Technology data is collected from service reports, which include both installation and problem solving. These reports detail the number of service calls, when and to whom the calls were made as well as the nature of the problem addressed. The HR Dept tracks the number of applicants each year as well as the number of vacancies created in detail (by grade, subject area, reason for leaving, tenure, etc.). Annual comparison with previous years allow HR to determine patterns of concern that need to be addressed. The Leadership Academy retains attendance records of all participants. Additionally, assignments submitted are tracked for timeliness and for completion. All aspects of the district evaluation methods and processes have a system already operating within the district.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Waco ISD understands and embraces the importance of the induction process in training and supporting both new teachers and experienced teachers who are new to the district. Research strongly points to teacher quality as the single most important school-related variable affecting student achievement, and the Induction process that connects teachers with supportive resources upon their entry to the district best prepares the teachers to address students' educational needs and ensure success in the classroom. Furthermore, recent research also suggests that a comprehensive and systematic Induction program can reduce teacher attrition by as much as 50%. Given this underlying understanding, the information that follows describes the components of the induction system; it is important to note that Waco ISD Instituted adjustments to the mentor and instructional coaching programs prior to the 2013-2014 academic year, based largely on data and feedback collected and analyzed through district surveys.

Immediately after being hired, all new employees begin their tenure by attending a comprehensive New Employee Orientation. Conducted by the Human Resources Department, this orientation is offered to district employees every Monday (excluding holidays), and covers all of the topics, training procedures, and information critical to successful entry and accommodation to district employment.

In the summer of 2013, Waco ISD completed the design of a new teacher mentor program, *Waco ISD SUCCEED*, to replace the TxBESS Teacher Mentor Program used previously. The program is based upon a foundation supporting the following key areas: 1) Relationship between the campus mentor and mentee; 2) District-level support in both pedagogical and content-based classroom practices; 3) Meaningful and relevant assignments completed throughout the program in a hybrid format employing both face-to-face meeting opportunities as well as online content and discussion; and, 4) Continual and constructive feedback through the use of classroom observations conducted by a team of employees that notably includes District Instructional Coaches and Teacher Mentors.

The selection process for the first year of the program asked campus administrators to identify their campus-level mentors based on the grade/subject/teaching assignments/classroom proximity of the new teachers assigned to their given campus. The only requirement other than their nomination by their campus administrator was that mentor teachers possess at least three years of classroom experience. This was intended to help ensure a close match between campus mentors and mentees, thus facilitating more a meaningful relationship, increased content knowledge, and efficiency. Mentors are assigned to all teachers with less than two years of experience.

The training process for campus mentors began in August during new teacher induction – prior to returning on contract. Training consists of: 1) Completion of the mentor agreement contract that outlines the expectations of the program; 2) Training on the roles and strategies of being a mentor teacher; 3) Technical assistance with the *Waco ISD SUCCEED eCourse* built inside the *Eduphoria!* platform; and, 4) Provision of lunch, a time to meet with their mentors to begin building the relationship, and the completion of initial assignments due prior to the first day of instruction.

In addition to the campus mentors, District Instructional Coaches work with the new teachers to provide additional support, focusing primarily on classroom management and pedagogical strategies with their assigned teachers. Instructional Coaches work on the same campuses during the year in order to facilitate the relationships required in the coaching model. Instructional Coaches may also be assigned to teachers identified by campus-level administration as being in need of assistance.

Stipends are provided as compensation for participation in the program, with mentors currently compensated at the rate of \$500.⁰⁰ for mentoring a first-year teacher, and \$300.⁰⁰ for second-year teachers. Stipends are currently paid on 7 June, the final contracted day. As detailed in the EEIP proposal, we intend to recruit and retain the highest quality mentors who have a record of proven success in their role by offering an additional \$500.⁰⁰ in compensation to the campus mentors for their duties, allowing for payments to be made on 15 December and 15 June.

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The mentor program consists of six face-to-face meetings, with four occurring the first semester and two occurring during the second semester. Face-to-face meetings focus on topics ranging from classroom management, lesson planning and the lesson cycle, lesson delivery, technology integration, and instructions on how to complete the upcoming assignment in the program. When indicated, release time is arranged and coordinated by the Office of Professional Development.

Assignments for the mentee include: 1) Identification of key campus personnel; 2) First-day plans and procedures based on the contents of Harry K. Wong's *"The First Days of School,"* provided to all new teachers during new teacher induction; 3) Classroom observations and feedback; and, 4) Online discussions. All assignments are completed by the mentee teachers under the guidance and tutelage of the mentor teachers, and are submitted online through the *Eduphoria!* platform. Included in the online material are detailed instructions for each assignment to be completed.

Meeting dates occur in August, September, October, November, December, January, and May. Upon completion of the course, mentee teachers will have received four classroom observations conducted by their campus mentor, as well as five to eight observations conducted by the District Instructional Specialist; these are all provided through the *Eduphoria!* PDAS platform as informal observations. Both mentor and mentee teachers are provided with iPads upon the successful completion of the initial assignments in order to help conduct classroom observations through the use of the PDAS mobile application.

Observations conducted are strictly for the use of instructional coaching and the *Waco ISD SUCCEED* program, and are immediately made available to the teachers for observation and comment/response. Both mentors and mentees have opportunities to rate/evaluate the program during surveys provided at the MOY and EOY. Survey results, along with documentation (assignment completion), student data, and retention rates, are be used to identify the pool of campus mentors who will be used in the 2014-2015 academic year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The current district observation model consists of three separate steps. It is important to know that this model is anchored by the framework of the *Waco ISD SUCCEED* Teacher Mentor Program, which provides the overarching context for all three components. All three components contain observation rubrics within their inherent structure.

The observation model contains the following steps: 1) PDAS formal evaluation (Summative Evaluations); 2) *Lead Your School's* PowerWalks system; and, 3) Waco ISD Classroom Observations.

1) PDAS (Professional Development & Appraisal System)

This consists of the yearly evaluation process for all classroom teachers, and includes the following five steps:

- Pre- and Post-Observation Meetings
- Formal Observations
- Full Observation
- Teacher Self-Report
- PDAS Summative Annual Appraisal

PDAS is highly-structured and contains its own rubric for observation. The timeline of these formal appraisal activities are detailed in Statutory Requirement #2. Administrators (District & Campus), Professional Development staff, Teacher Mentors, Curriculum staff, Instructional Specialists, and Instructional Coaches are all trained and deployed in this system.

2) *Lead Your School* PowerWalks

Over the past three years, Waco ISD has utilized the PowerWalk system developed and implemented by the *Lead Your School* (LYS) consulting group. The strength of the LYS approach is its focus on best practices, data analysis, and PowerWalks.

This PowerWalk program consists of high frequency, brief classroom observations, designed with the intent of building a trend of instructional capacity over time. Feedback from the observations only occurs after 10-12 observations have been conducted and an accurate data sample has been collected. The PowerWalk system also contains its own observational rubric. Administrators (District & Campus), Professional Development staff, Instructional Specialists, and Curriculum staff are all trained and deployed in this system.

3) *Waco ISD SUCCEED* Observations

The *Waco ISD SUCCEED* program focuses on continual feedback in a non-threatening manner. Informal walkthroughs are conducted via the *Eduphoria!* PDAS system, allowing teachers to have immediate access to the feedback entered.

Observation templates in this rubric include:

- A general form providing open-ended feedback, with a specific focus on identifying three strengths for every one area needing improvement.
- An academic form assessing student engagement, opportunities to respond, and response accuracy
- Classroom management
- Teacher-to-student Interactions

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All *Waco ISD SUCCEED* forms provide a “General Notes” component, and coaches and mentors are encouraged to provide constructive feedback to invoke meaningful conversations. Administrators (District & Campus), Professional Development staff, Teacher Mentors, Curriculum staff, Instructional Specialists, and Instructional Coaches are all trained and deployed in this system.

The following procedural notes apply to the *Waco ISD SUCCEED* deployment process:

- New teachers are taught how to make comments to the observations section of the *Eduphoria!* System; this allows them to document their thoughts/concerns/questions, as well as learning how to provide documented feedback during their formal PDAS evaluation.
- District Instructional Coaches conduct walk-throughs during the course of the entire year; during all classroom observations. They strive to promote conversation and thought, as well as to document their observations of classroom instruction.
- Campus mentors conduct one observation during the first semester.
- Campus mentors and mentees conduct three observations during the second semester. When needed, Instructional Coaches are used to cover classes during observations.
- Feedback and conversation is captured through the *Eduphoria!* PDAS platform.

The comprehensive goals of both pre- and post-observation meetings are to:

- Provide written formal feedback (in PDAS & *Waco ISD SUCCEED*) and instructive comments across multiple domains of teacher performance
- Provide Informal feedback (all three steps) in a non-threatening manner
- Provide specific and measurable information that allows teachers to learn and grow
- Include observation and comments about strengths as well as areas for growth
- Ensure that teachers have a clear understanding of expectations and receive professional development evaluation and training targeting their specific needs, as well as the needs of students. This demands that teachers remain actively involved in discussions about instruction, content, pedagogy, and student achievement.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The formal evaluation process is operationalized by utilizing the Professional Development & Appraisal System (PDAS). The PDAS is housed and seated fully within the *Eduphoria!* educational software system. PDAS allows for the documentation, analysis, and scoring of the yearly evaluation process for all classroom teachers. A highly-structured and systematic program, PDAS contains its own rubric for observation.

The formal evaluation process includes the following five components:

- Pre- and Post-Observation Meetings
- Formal Observations
- Full Observation
- Teacher Self-Report
- PDAS Summative Annual Appraisal

PDAS addresses eight separate domains:

1. Active, Successful Student Participation In the Learning Process
2. Learner-Centered Instruction
3. Evaluation and Feedback on Student Progress
4. Management of Student Discipline, Instructional Strategies, Time, and Materials
5. Professional Communication
6. Professional Development
7. Compliance With Policies, Operating Procedures, and Requirements
8. Improvement of Academic Performance of All Students on the Campus

In each of these domains, relevant areas in which the teacher is evaluated are given one of four weighted scores: Exceeds (x5); Proficient (x3); Below (x1); or Unsatisfactory (x0). The total in each domain is then calculated. Additionally, there is room for comments, as well as for documenting strengths and areas to address. If two or more domains are scored as collectively "below expectations" or "unsatisfactory," the principal and teacher together develop a Growth Plan.

Evidence is sought to support evaluation results through the use of multiple measures (e.g., meetings, observation, teacher self-report) in order to obtain a full picture of teacher performance. Administrators (District & Campus), Professional Development staff, Teacher Mentors, Curriculum staff, Instructional Specialists, and Instructional Coaches are all trained and deployed in the use of the PDAS system, and all utilize PDAS to provide support and documentation of their informal and observational feedback.

Formal observations may be conducted by any/all of the staff mentioned above, and the timing typically has them in the fall before Thanksgiving. The formal observational report must be made viewable in *Eduphoria!* no later than 10 days from the date of the classroom observation, and five working days prior to the observation conference that must follow. The observations are 45 minutes in duration; comparatively, a walk-through observation lasts 15 minutes.

Summative appraisals occur annually in the spring in a scheduled window of time; the window this year is 3 March 2014 – 9 May 2014. The content of a summative appraisal is a comprehensive evaluation of all PDAS activities, scores, and comments (including teacher responses); the process is a constructive conversation between teacher and appraiser in which data, scoring, comments, and any additional feedback is reviewed collectively in order to provide a clear picture of teacher performance.

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As with all PDAS activities (observations, walk-throughs, and summative), the appraiser and the teacher confirm and sign the report electronically. Teachers may also request in writing a second appraisal within 10 days of receiving a report with which they disagree.

In March each year, principals begin the process of meeting with the Executive Director of Human Resources to review summative appraisals and discuss the decisions of contract renewals on all teachers. Full and consistent performance documentation must clearly support the decision regarding each teacher's contract renewal.

All dates, timing, and guidelines of PDAS activities and related processes (trainings, observations, appraisals, black-out dates, contract activity) are collectively available electronically through the district Intranet in the form of a calendar document. The Human Resources Department is available for appeals, questions, and/or concerns about any issues related to the evaluation process.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

As stated in prior responses, Waco ISD understands that student academic success is closely connected with the quality of teachers, and that teachers must receive professional development opportunities that target specific needs of both themselves and their students. Furthermore, this closely-connected relationship hinges on teachers being actively involved in conversations and activities in the areas of instruction, content, pedagogy, and student achievement.

In order for teachers to have access to the job-embedded opportunities necessary for this collaboration, they must have the benefit of accommodations that allow for:

1. In-person contact with a variety of professional educators who possess specialized expertise
2. A physical space outside of their classroom that provides access to both additional classroom resources and in-person contact with teacher colleagues
3. Innovative technology to connect with experienced Master Teachers who are equipped prepared to share and model effective educational strategies

In-Person Contact

WISD's Office of Curriculum & Instruction (OCI) strives to promote optimum effort and quality performance of all district systems resulting in the greatest positive impact on student achievement. From the standpoint of teacher support, the OCI is a critical district-centered source of educational resources, technical assistance, professional development resources, and curriculum documents. These supports are provided by a number of specialized staff, including:

- Instructional Specialists
- Content Specialists
- Master Teachers
- Teacher Mentors
- Intervention Instructional Specialists
- Teacher Coaches

One of the most helpful facets of the collaboration available from OCI personnel is that they are mobile and readily travel to the school campuses and classrooms. In order to increase the availability of collaborative experiences, this EEIP proposal seeks to increase the overall number of OCI staff and the accompanying increase in expert educational support.

Physical Space

Outside of each campus' small and under-resourced Teacher Lounge, teachers have little or no access to a location that provides access to both generous physical resources to support classroom learning (materials, technology, design center, etc.) and to fellow teachers for collegial exchanges of ideas, strategies, and approaches.

In order to provide an adequate space for resource development and interaction, this EEIP proposal seeks to provide a centrally-accessible Resource Center to provide a community-based physical space to access, gather, and share both physical and human resources.

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Innovative Technology

For obvious reasons, teachers are confined to their classrooms and campuses for the vast majority of the workday; this leaves little opportunity for observing and learning from Master Teachers in a classroom setting. There is a great need for efficient and portable collaborative opportunities for professional development – ones that utilize invaluable observational and evaluative methods that serve to improve teachers' practice skills.

In order to supply teachers with the ability to observe and evaluate the teaching skills and techniques of Master Teachers, this EEIP proposal seeks to acquire and install classroom-based technology that enables Master Teachers to model classroom management, pedagogy, and innovative methods of educating via both live video feed and recording for future viewing.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Observation & Formal Evaluation Results Training – Beginning of Year

- All professional staff are trained on the observation model in *Eduphoria!* PDAS during convocation week (seven days prior to the school year)
- Focus revolves around the observation templates, enabling teachers to understand the expectations of the program
- Training occurs in lab settings, allowing teachers to access and view observations, learn the process for commenting on evaluations, etc.
- Administrators are trained during the Principal/AP Institute (prior to the start of the school year) on the process of conducting walk-throughs, validity of data, consistency of data collected, reporting, and teacher conferences
- District Level Administrators are also trained on the observation process at this time
- A required number of walk-throughs are set and monitored through the automated notification and reporting system in *Eduphoria!* PDAS to ensure frequency and consistency of walk-throughs

During School Year

- Campus professional staff are trained monthly on targeted observation data
 - Sample trainings (based on walk-throughs designed to gather specific data)
 - Classroom Management – focuses on expectations, procedures, classroom organization, recognizing and reinforcing process, teacher location, posted product, and objectives
 - Lesson Planning
 - Rigor/Questioning/Content
 - Overall Growth
- Four trainings during the year – occur during teacher conference period
 - Scheduled – September, October, December, January
- Leadership teams (Principal, Assistant Principals, Instructional Specialists) conduct data meetings on a regular basis
- Data from district assessments and unit assessments are analyzed consistently throughout the year
- Designated Staff Development days during November and January both focus around targeted Student Expectations (SEs based on the state learning standards, or TEKS) determined by Teacher Perception Data and Student Data

End of Year

- Campus-led walk-through data discussion, based on entire campus in comparison with entire district
- Individual conferences can be held by campus leadership, if desired
- Campus Administrators are trained during Principal/Assistant Principal meetings on training delivery

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Informal & Formal Student Assessment Data

- Summer Professional Development for Campus Administrators – *Lead4Ward* data analysis through the use of quintiles and heat maps (these reports are also generated in *Eduphoria! Aware*)
- Convocation week – training on *Eduphoria! Aware* student data for all professional staff
- New Teacher Induction – new teachers are trained on accessing *Eduphoria!* and accessing student data in the *Aware* application

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The strategic compensation plan for 2013-2014 is a critical component of Waco ISD's commitment to recruit, train, and retain quality teachers. Being a hard-to-staff district in a competitive market requires an aggressive compensation plan as part of the mixture of local resources, financial commitment, and a team of talented collaborators. For this reason, most of the current pay schedules set compensation levels based heavily on needs in critical shortage areas and on market supply.

We believe that recruiting, supporting and retaining quality employees by offering the tandem benefits of competitive compensation and leadership development opportunities promotes the district's driving goal of student achievement and overall success.

The four core targeted compensation areas included in the 2013-2014 plan are:

1. Teacher Pay Schedule Increases
2. Non-Teaching/Support Staff Pay Schedule Adjustments
3. Non-Teaching/Support Staff Pay Schedule Increase
4. Temporary Staff Pay Schedule

Teacher Pay Schedule Increases

- Pay step intervals of \$500 for each step up to 25 years
- \$1600 average salary increase, depending on experience
- 4% average increase, depending on experience
- Grandfathered groups realize a \$1000 increase

In the Neighbor District Comparison study that was an integral part of determining compensation for teachers, the following information was discovered:

- From Step Zero – Step 13: WISD provides the same salary level
- From Step 14 – Step 25: WISD pays \$100 less
- Max of pay scale: WISD pays \$500 more (at 27 years)
- In comparison to median salaries, WISD is slightly ahead of other districts (101.2% - 103.7%) at all levels except the maximum year cap (98%)

Previously adopted compensation increases were provided as stipends in critical shortage areas:

- High School mathematics - \$6000
- High School science - \$6000
- Bilingual teachers - \$3000

Non-Teaching/Support Staff Pay Schedule Adjustments

- Comparison data from TASB's 2012-2013 salary study was utilized
- Data was pulled for benchmark positions at many levels
- The objective of the adjustments was to establish consistency in the intervals between (minimum/midpoint) and (midpoint/maximum)
- Adjustments were considered when compensation fell more than 5% out of the market range, but all pay grades were adjusted
- Starting pay increases for zero experience (minimum) were granted for nine non-teaching/support staff categories

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Non-Teaching/Support Staff Pay Schedule Increases

- Pay studies were performed for multiple market positions in the Auxiliary, Paraprofessional, and Professional/Administrative staff areas
- As a result of the pay studies, Non-Teacher Staff were compensated with a 3% increase of the assigned midpoint
- For Non-Teaching Support Staff, adjustments were made a various pay grades, with the objective of establishing a level of consistency between the min-mid-max levels

Temporary Staff Pay Schedule Increases

- As a result of market pay studies, adjustments were made in these positions based on market rates
- Special attention to rate increase was paid to the tutor in degree/core content areas

On a district-wide level, the following recommendations were presented to the Board of Trustees and adopted:

- Employee salaries will not exceed the maximum of the assigned pay grade
- Some employees previously received written notification from the HR Department stating that their salary was frozen until the midpoint of their assigned pay grade catches up – these employees will not receive the 2013-2014 board-approved increase.
- Employees over the maximum salary of their assigned pay grade will not receive a pay increase
- Employees who are close to the maximum of their assigned pay grade will receive the board-adopted pay increase up to the maximum

Waco ISD deeply desires to more closely link teacher compensation to their performance on responsibilities most closely aligned to improving students' performance and their own pedagogical growth, but our current position in the market, coupled with the high level of at-risk and economically disadvantaged students, are currently limiting our ability to more fully implement this.

However, in an effort to tie some of the potential increases in compensation more closely to performance and additional duties connected to special skills and proven success, this EEIP proposal seeks additional funding for Mentor Stipends, Master Teacher pay, and sign-on bonuses for teachers in critical needs areas.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Waco ISD believes that teacher quality is the single most important school-related variable affecting student achievement, and is therefore involved in intentional, aggressive, and intense efforts to recruit, attract, and hire high-quality teachers. We know that teachers who want to teach at hard-to-staff schools must be enabled by efficient recruitment and hiring practices – in addition to expecting to be supported by relevant, quality programs and policies upon their arrival.

The core steps Waco ISD takes to recruit and hire quality teachers are:

- **Early hiring practices**
 - Begin engaging the community immediately upon returning for the spring semester
 - Use of local and regional media (newspapers, magazines, television, radio, PSAs) to communicate our desire to hire quality teachers
 - At recruiting events and the Job Fair, HR staff streamlines the application process so effectively that they are often able to perform the minimum screening and, if indicated, make a preliminary offer at the first point of contact. This process often allows us to secure employment while the candidates are excited about the benefits of working in Waco ISD and ready to commit.
- **Job fairs**
 - In April of each year, Waco ISD offers a job fair targeting educators, prospective teachers, and support staff. This fair, hosted on a WISD school campus, provide prospective staff the opportunity to learn more about Waco ISD and visit with campus principals and department directors. In addition, there will be the opportunity to meet human resource representatives, distribute copies of resumes and letters of interest, complete an application for employment, and potentially receive a preliminary "fast-track" offer that day.
 - The intentional attendance at this fair provides an extended opportunity to present the entire benefit package that Waco ISD offers: competitive salary, benefits, health care coverage, special programs (mentoring, coaching, curricular support), the Waco ISD Education Foundation, and strong community and business support.
 - Prospective attendees are able to pre-register online and download application forms prior to the fair.
- **Recruiting tours**
 - In March & April, various staff and administrators travel to regional locations (Belton Austin, Commerce, Arlington, Stephenville) and host pre-arranged gatherings for potential employees. Often held at colleges and universities with strong applicants for Schools of Education this is a convenient way to capture applicant's attention in their "home environment," where they tend to be more relaxed and have more time to spend.
- **Ongoing key partnerships**
 - Waco ISD fosters, cultivates, and maintains strong relationships with educational institutions both locally (Baylor University, McLennan College, Texas State Technical College) and regionally (UT, UTA, A&M-Commerce, Mary Hardin-Baylor, Tarleton State, Hutson-Tillotson). The Schools of Education and related departments are fertile recruiting territories, and many of the schools are gracious to allow Waco ISD personnel to speak to their students during class time.

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Evidence of Applicant Quality

- Especially in the context of existing relationships with Schools of Education, Waco ISD is often able to rely on recommendations from school faculty as to the quality and “fit” of a potential employee. This can be based on their knowledge of a student in a class setting, their student teaching experience, and a history of former students who came to Waco ISD.
- For prospective teachers with teaching experience, many teachers willingly provide their:
 - Evaluations from principals & administrators
 - EOC test results
 - TAKS/STAAR scores/results
 - District Based Assessments
- Informal interviews and interpersonal interaction in the Job Fair & recruiting tour setting often allow for open and candid discussions in which seasoned HR staff are able to make reasonable assessments of past success and a passion for teaching.
- Waco ISD's knowledge of education preparation programs (for Alternative Certification candidates) is useful in gauging an applicant's background and penchant for teaching.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Career Pathways & Opportunities for Advancement

- **Teacher Mentors**

Campus teachers are provided the opportunity to serve as teacher mentors based on campus administrator recommendations and the evaluation process that take place in the spring. This allows Waco ISD to use teacher retention rates, end of year surveys, and mentee feedback to establish a mentor pool.

Mentors are chosen based on ability and needs of the campus (e.g., grade level, subject area). Teacher Mentors currently receive a \$500.⁰⁰ stipend, and our EEIP proposal seeks \$500.⁰⁰ in additional stipend funding. Mentors will be limited to two mentees, although serving just one mentee/protégé is preferable. Special circumstances will be reviewed on an as-needed basis.

Mentors are trained prior to the start of the academic year, and typically attend four to six face-to-face meetings for coaching training and program guidelines.

- **Master Teachers**

The EEIP proposal requests funding for Master Teacher stipends. This role will see an increase in professional responsibilities, including serving as a model classroom visible to the entire district via streaming video, access to exemplar lesson plans, and an additional period for coaching and training, observation. Master Teachers will be identified based on criteria set forth by Waco ISD's Executive Director of Human Resources.

- **Leadership Development**

In addition to existing opportunities for training and leadership (such as the Aspiring Leaders Academy), Waco ISD is currently in discussions exploring possible training and programming in collaboration with Tarleton State University.

- **Teacher-led Professional Development Opportunities**

2013-14 has welcomed the implementation of teacher-led professional development, most notably during the training of 6 January, when all breakout sessions were led and presented by classroom teachers. Training during the course of the summer will look to further utilize current Waco ISD teachers.

New Teacher Induction training sessions will be presented by current WISD Teachers and compensated through Title IIA as contracted services. The Office of Professional Development will continue to push for teacher-led professional development, thus providing additional opportunities to take on leadership roles and responsibilities.

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- Observations

In the current Teacher Mentor program, entitled *Waco ISD SUCCEED*, all classroom mentors conduct four observations of their mentee teachers during the course of the year. These utilize templates designed for immediate feedback, and are not used in the formative assessment process. We also currently utilize four district Instructional Coaches who conduct walk-throughs for coaching purposes.

In the second semester, mentee teachers will have the opportunity to conduct two walk-throughs on their designated mentor teachers, or in a classroom of a veteran teacher identified by the mentor. These observations are intended to invoke meaningful conversation, and are able to be tracked in the *Eduphoria!* PDAS program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161914

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the course of developing Waco ISD's EEIP proposal, the following challenges to successful implementation **in the absence of grant funding** were identified in our self-assessment process:

- Waco ISD currently serves a population in which 88.1% of the students are classified as economically disadvantaged. High-poverty students require an intensity of services that taxes all available resources.
- Research repeatedly confirms that teacher quality is the single most important school-related variable affecting student achievement. Central to our EEIP plan is the reality that the processes of recruiting, training, and retaining the quality teachers and support staff needed for success requires a strategic and generous mix of local resources, a team of talented collaborators, and an overwhelming financial commitment. In our current economic situation, sufficient financial resources continue to be the rate-limiting factor in that equation.
- Hard-to-staff school districts consistently and chronically struggle to attract, train, and maintain quality teachers and administrators. Realistically, there is an inequity in the distribution of resources relative to neighboring districts with fewer challenges (discipline/management issues, on-site support, administration, job-embedded professional development opportunities, and time demands).
- This inequity of resources makes it difficult to competitively recruit the quality of teachers, staff, and administrators we desire; even when we are able to demonstrate the solid stewardship that allows us to offer comparable compensation plans, potential applicants understandably gravitate toward neighboring districts that appear to demand less energy and fewer obstacles to job satisfaction.
- Without the consistently available internal resources necessary to offer the strategic compensation necessary to fill vacancies in the critical shortage areas (Secondary math & science, and bilingual education), Waco ISD's talent pool struggles to fully address the needs of its students.
- Waco ISD's total teacher turnover rate for the 2012-2013 school year was 26.91%. This was significantly higher than the 15.3% rate statewide (last data available was for 2011-2012). Fully 51% of our teachers left the district within their first three years of employment. This struggle to retain teachers is detrimental from multiple perspectives (fiscal, training, morale, reputation, workload for remaining faculty), the most critical being the prognosis for student success. A review of the research tells us that a comprehensive induction program can reduce teacher attrition by 50%.

Alternatively, a portion of this turnover may be a result of an increased level of accountability, recent consolidation, and discomfort with change. Regardless of the reasons, we must provide the support and professional development opportunities that rewards and retains teachers.

- Waco ISD needs to provide teachers and staff with an increased level of professional development, collegial interaction, content knowledge, and administrative support necessary to promote high levels of innovation, excellence, personal integrity and accountability.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161914

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

		Activity	Practices
2014	Apr	Job Fair; Recruiting tours; Offer sign-on bonuses; Visit college classes; Hire grant staff; Summatives	Rec/Hir; Eval; Induc/Ment
	May	Recruiting tours; Hire grant staff; Promote Leadership Academy	Rec/Hir; PD/Collab; Induc/Ment; CareerPath
	Jun	Grant evaluation; Install classroom tech; Hire grant staff	CareerPath; CareerPath
	Jul	Equip Teacher Resource Center; Summer PD; Mentor training	PD/Collab; StrComp/Ret
	Aug	Induction; PDAS training; Train grant staff	Induc/Ment; Eval
	Sep	Teacher observations; Leadership Academy	Eval; CareerPath
	Oct	Teacher observations; Assess/adjust recruitment plan	Eval; Rec/Hir
	Nov	Teacher observations;	Eval
	Dec	DBA window; Assess/adjust recruitment plan	Eval; Rec/Hir
2015	Jan	Begin job advertising; Visit college classes	Rec/Hir
	Feb	Visit college classes; DBA;	Rec/Hir; Eval
	Mar	Recruiting tours; Visit college classes; Summatives; Teacher contracts due; Technology assessment	Rec/Hir; CareerPath
	Apr	Job Fair; Recruiting tours; Offer sign-on bonuses; Summatives	Rec/Hir; Eval
	May	Train grant staff; Promote Leadership Academy	Induc/Ment; CareerPath
	Jun	Grant evaluation; Evaluate Leadership Academy	CareerPath
	Jul	Inventory/stock Teacher Resource Center; Summer PD; Mentor training	CareerPath ; StrComp/Ret; PD/Collab
	Aug	Induction; PDAS training	Induc/Ment; Eval
	Sep	Teacher observations; Leadership Academy	Eval; PD/Collab
	Oct	Teacher observations	Eval
	Nov	Teacher observations	Eval
	Dec	DBA window; Assess/adjust recruitment plan	Eval; Rec/Hir
2016	Jan	Begin job advertising; Visit college classes	Rec/Hir
	Feb	Visit college classes; DBA;	Rec/Hir; Eval
	Mar	Recruiting tours; Visit college classes; Summatives; Teacher contracts due; Technology assessment	Rec/Hir; Eval; Rec/Hir; CareerPath
	Apr	Job Fair; Recruiting tours; Job Fair; Recruiting tours; Offer sign-on bonuses; Summatives	Rec/Hir; Eval
	May	Train grant staff; Promote Leadership Academy	PD/Collab
	Jun	Grant evaluation; Evaluate Leadership Academy	PD/Collab
	Jul	Summer PD; Mentor training; Inventory/stock Teacher Resource Center	PD/Collab; Induc/Ment;
	Aug	Induction; PDAS training	Induc/Ment; Eval

Ongoing Activities: Mentor/mentee meetings (Induc/Ment); Teacher self-reports (Eval); DBA data collection (Eval); Grant data collection/reporting; Master Teaching (CareerPath); Walk-through trainings (Eval); TRC stock, assess (CareerPath); Professional Development opportunities (PD/Collab); Coaching support (Induc/Ment)

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All of the following affected personnel groups have been involved to varying degrees in the consideration, planning, preparation, and approval of the EEIP grant proposal on behalf of Waco ISD:

- Quality District Advisory Council (QDAC) – received presentation on EEIP proposal on 13 January 2014, made recommendations, and approved submission
- Campus Administration – have remained fully informed and engaged in the EEIP Team's planning and design throughout the process
- Superintendent's Cabinet – have been kept abreast of the proposal process, providing critical input, guidance, and support
- EEIP Team – multi-department group charged with development, design, and creation of this proposal. Represented by: Executive Director of Elementary Education; Executive Director of Secondary Education; Director of Curriculum; Coordinator of Professional Development; Executive Director of Human Resources; Coordinator of Grants Management; and Resource Development Facilitator.
- Waco ISD Technology Department – Key consultant on tech/IT issues, particularly around the recommendations and budgeting for equipping classrooms with the technology for video streaming and recording.
- Campus Decision-Making Committee (CDMC) – this group has remained fully informed and supportive of the EEIP Team's planning and design.

Any and all of these groups are willing and able to offer a support letter (or confirmation by other means) upon request.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation in the EEIP program will definitely occur on a district-wide basis according to the breadth and depth of the needs. Based on particular student needs, Waco ISD may provide extra attention on a proportionate basis to campuses and classrooms with critical areas of needs.

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